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The College Housing Program

SIDNEY H. WOOLNER

Opening College Enrollment, Fall 1962

EDITH M. HUDDLESTON

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE—Office of Education

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The College Housing Program

By SIDNEY H. WOOLNER*

IN 1962 we celebrated the Tenth Anniversary of the completion of the first project financed under the College Housing Program of the Housing and Home Finance Agency.

This program, which has enjoyed a remarkable breadth of support, has been one of the most successful housing programs ever undertaken. Its success is perhaps best indicated by the fact that not one college has defaulted on a housing loan.

The Housing Act of 1961 was a high point in the development of the program. At President Kennedy's request, the act provides funds for 4 years, instead of annually as it had in the past. Furthermore, it raised the annual rate of authorization for fiscal years 1962 through 1965 to $300 million, which is almost double the average annual rate of $165 million in the first 10 years of the program.

These two changes seem to be a realistic response to two factors: one, the uncertainty that existed when the program depended on annual authorizations; and two, the continuing growth of enrollments in institutions of higher learning, which this year again exceeds predictions. The funds made available through 1965 will meet a continuing need and encourage more efficient, long-range planning for college housing requirements.

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*Commissioner of the Community Facilities Administration, Housing and Home Finance Agency, since 1961. Administering the College Housing Program is the responsibility of the Community Facilities Administration. In 1959–60, Commissioner Woolner served as Executive Secretary to Governor G. Mennen Williams of Michigan. Among his many positions, he has been Chief Deputy Highway Commissioner (1957–58), Deputy Secretary of State (1955–57), and Deputy Commissioner of the Michigan Corporation and Securities Commission (1949–51).

Mr. Woolner is an alumnus of the University of Michigan.

The current college housing program is the third of a series. The first was operated by the Public Works Administration in the thirties. Under the PWA program the Federal Government made 57 loans amounting to $12.9 million and grants amounting to $6.3 million to State colleges and universities for housing and service facilities.

The second Federal aid program came immediately after World War II. When educators appealed to the Congress for a new Federal aid program of grants and long-term loans at 2 percent interest, the Congress responded by a donation of war surplus structures. Between December 1945 and May 1948, acting through the Public Housing Administration, the Federal Government spent approximately $160 million on dismantling, moving, erecting, and equipping war-surplus buildings on college campuses for residential use by about 44,000 single veterans and 44,000 married veterans and their families. In addition, the Government provided college housing accommodations for about 30,000 single veterans and 8,400 married veterans through the Veterans Reuse Program, financed outside of PHA.

The donation of war surplus housing was a tremendous short-term boon, but it was inadequate to keep up with constantly rising enrollments. Furthermore, to keep these structures in use, the colleges had to spend excessive sums on repairs and maintenance.

In 1947 the President's Commission on Higher Education urged that long-term loans at low interest rates be made by local, State, or Federal governments for the construction of dormitories. The recommendation came at a time when the acute shortage of housing prevented many prospective students from enrolling in colleges and universities,

and when young married students and faculty members were unable to compete for housing with higher income families.

Senators Pepper and Neely introduced a college housing bill in 1949, which would have provided grants and loans for college housing facilities. The bill failed. Later in 1949, Senators Sparkman and Flanders introduced a bill providing loans only. Representatives Spence and Rains introduced a companion proposal in the House. This bill was adopted as Title IV of the Housing Act of 1950.

Plans to carry out the mandate of Title IV were suspended when the Korean War began and the need to conserve construction materials became pressing. However, in December 1950, a Presidential Executive Order made available $40 million of the $300 million that had been authorized, with the stipulation that funds were to be used only for college housing that contributed to defense activities. This defense-connected requirement lasted until August 1953.

In 1953, when the Congress gave the Housing Administrator authority to set the interest rates on college housing loans, the Administrator raised the rates. In 1955 the Hoover Commission Task Force on Lending Agencies recommended that the program be terminated since it had carried out its purpose of assisting veterans and because colleges had demonstrated their ability to obtain housing loans from private sources.

To counter these restrictive trends, Senator Fulbright introduced amendments to the Housing Act of 1950 to include cafeterias, dining halls, student centers or unions, health facilities and other essential service facilities for students (the 1950 act provided these facilities only for students in dormitories financed by the college housing program); to lower the interest rate; and to increase the size of the loan fund.

With some modifications, these amendments were adopted by the Congress in 1955; the program was expanded and an additional $200 million was authorized. Thus, the program was enlarged from pure housing to include campus community facilities.

The new lower interest rate stimulated a flood of loan applications. During fiscal year 1956, 388 applications for loans of $430.2 million were filed, as compared with the previous 5 fiscal years, when there had been a total of 460 applications for $340.7 million in loans.

The Housing Act of 1956 added another $250 million to the $500 million already authorized. In 1957 the loan fund was increased by $175 million, and in 1958 by yet another $250 million. There was no authorization in 1959 because no Housing Act was passed. In 1960 the authorization was increased by another $500 million.

The Housing Act of 1961 established a 4-year program, as already noted, authorizing $300 million for each of the years for a cumulative total of almost $2.9 billion. Thus, institutions were able to plan their expansion of housing and service facilities for a 4-year period.

Extent of the Program

Seventy percent of the eligible colleges and universities in the United States have applied for college housing loans, according to a survey made by CFA's staff in 1961.

The survey was based on the *Directory of Education, 1960–61: Part 3, Higher Education*, published by the Office of Education, U.S. Department of Health, Education, and Welfare. It lists 2,026 institutions enrolling 3,454,537 students. Of these, 1,366 are eligible to participate in the housing program; of the others 408 are ineligible because they are either theological seminaries, unaccredited, privately owned, or Federal Government institutions. Another 252 are junior colleges which provide no housing facilities for students.

Our study showed that out of 1,366 eligible colleges and universities, 953 have applied for loans. The 953 enroll 85 percent of the 2,925,271 students in eligible institutions. The 413 institutions not participating in the program enroll 426,854 students (see table 1).

In eight States—Alaska, Arizona, Arkansas, Montana, Nevada, North Dakota, South Dakota, and West Virginia—all eligible institutions participate in the program. In each of eight others—Colorado, Delaware, Hawaii, Idaho, Louisiana, New Mexico, Utah, and Wyoming—only one eligible institution does not participate.

Since the beginning of the program approved loans have provided about 370,000 dwelling units, 330 dining halls, 135 college unions, and several infirmaries. This high level of participation makes it evident that the program meets a considerable proportion of the need and is widely accepted.

Table 1.—College housing program, 1961: Number and enrollment of eligible institutions, by State

State	Institutions participating		Institutions not participating	
	Number	Enrollment	Number	Enrollment
Alabama	23	42,815	3	3,056
Arizona	5	26,934	.....	.....
Arkansas	18	22,891	.....	.....
California	45	191,905	29	21,051
Colorado	15	42,351	1	885
Connecticut	9	29,068	11	16,618
Delaware	2	5,525	1	356
District of Columbia	7	33,631	4	798
Florida	11	51,161	5	5,639
Georgia	23	32,056	18	13,793
Idaho	6	8,795	1	1,051
Illinois	38	108,158	25	40,163
Indiana	22	76,797	8	6,271
Iowa	22	33,297	10	17,393
Kansas	23	43,393	3	1,384
Kentucky	17	34,642	13	6,170
Louisiana	15	50,922	1	982
Maine	2	1,120	5	8,299
Maryland	12	36,178	11	4,786
Massachusetts	31	75,813	37	45,396
Michigan	23	123,477	8	3,921
Minnesota	18	62,557	7	4,668
Mississippi	13	23,550	5	1,034
Missouri	27	64,068	12	5,602
Montana	9	11,464	.....	.....
Nebraska	12	23,811	6	6,157
Nevada	1	3,708	.....	.....
New Hampshire	5	5,337	4	6,212
New Jersey	14	52,728	10	23,565
New Mexico	8	16,287	1	278
New York	77	244,797	29	34,467
North Carolina	30	43,288	20	20,862
North Dakota	9	12,429	.....	.....
Ohio	46	150,029	15	14,545
Oklahoma	18	45,594	6	7,991
Oregon	15	29,519	4	1,805
Pennsylvania	72	158,675	26	18,188
Rhode Island	6	13,514	2	3,410
South Carolina	18	19,726	10	11,521
South Dakota	12	13,372	.....	.....
Tennessee	26	52,218	14	5,952
Texas	61	152,079	11	9,457
Utah	5	20,102	1	10,265
Vermont	7	6,997	3	593
Virginia	12	19,975	20	31,919
Washington	16	52,566	2	1,512
West Virginia	18	27,418	.....	.....
Wisconsin	21	62,754	8	3,444
Wyoming	1	1,315	1	4,644
Alaska	1	2,767	.....	.....
Hawaii	2	8,989	1	520
Puerto Rico	44	23,845	1	224
Total	953	2,498,417	413	426,854
Percent of total	69.8	85.4	30.2	14.6

The year-by-year operations of the program, including both college and hospital projects, are summarized in table 2.

Interest Rate Since 1950

The interest rate was established in the Housing Act of 1950 at "the annual rate of interest specified in the most recently issued U.S. Government bonds having maturity of 10 years or more . . . plus one-fourth of 1 percent per annum." Under this mandatory formula the interest rate was as follows:

	Percent
July 1, 1951 through April 30, 1952	2.75
May 1, 1952 through May 31, 1952	3.01
June 1, 1952 through June 30, 1952	3.00
July 1, 1952 through April 30, 1953	3.01
May 1, 1953 through May 31, 1953	3.50
June 1, 1953 through June 30, 1953	3.01

Under the Housing Amendments of 1953, the interest rate was established at not less than the estimated average yield to maturity of Federal Government obligations having a maturity of 15 or more years, adjusted to the nearest one-eighth of 1 percent. In practice the rate was set above this minimum by the Administrator of the Housing and Home Finance Agency, as follows:

	Percent
July 1, 1953 through June 30, 1954	3.50
July 1, 1954 through June 30, 1955	3.25

The Housing Amendments of 1955 included a provision intended to reduce interest rates. The new procedure provided a rate not less than the higher of 2.75 percent or the average interest rate on all obligations forming a part of the Federal debt, adjusted to the nearest one-eighth of 1 percent, plus one-quarter of 1 percent to cover administrative costs.

This formula which has continued in effect, has resulted in interest rates as follows:

	Percent
July 1, 1956 through June 30, 1957	2.875
July 1, 1957 through June 30, 1958	3.00
July 1, 1958 through June 30, 1959	2.875
July 1, 1959 through June 30, 1960	3.125
July 1, 1960 through June 30, 1961	3.50
July 1, 1961 through June 30, 1962	3.375
July 1, 1962 through June 30, 1963	3.50

Until 1955 the law required that loans be made only if financing was not available from other sources on comparable terms. The Housing Amendments of 1955 changed this to require private financing if "equally favorable" terms were offered.

Table 2.—Loans approved under college housing program, by type of institution, 1951–1961

[Dollar amounts in thousands]

Calendar year	Private institutions		Public institutions		Total institutions	
	Number	Amount	Number	Amount	Number	Amount [1]
	COLLEGES					
1951	10	$9,806	7	$7,089	17	$16,895
1952	16	13,193	11	11,220	27	24,413
1953	43	34,064	20	17,481	63	51,545
1954	53	30,406	15	17,951	68	48,357
1955	53	30,528	14	16,625	67	47,153
1956	116	90,019	75	101,212	191	191,231
1957	122	98,715	80	114,696	202	213,411
1958	120	95,037	88	139,485	208	234,522
1959	102	72,600	54	63,393	156	135,993
1960	104	93,004	81	100,037	185	193,041
1961	237	233,216	134	199,662	371	432,878
Total approvals	976	800,588	579	788,851	1,555	1,589,439
Rescissions and consolidation [2]	−23	−15,475	−25	−29,034	−48	−44,509
Net approvals	953	785,113	554	759,817	1,507	1,544,930
	HOSPITALS					
1958	25	10,452	2	350	27	10,802
1959	16	6,325	1	208	17	6,533
1960	16	7,755	.....	.....	16	7,755
1961	20	12,419	.....	.....	20	12,419
Total approvals	77	36,951	3	558	80	37,509
Rescissions and consolidation [2]	−5	−1,666	.....	.....	−5	−1,666
Net approvals	72	35,285	3	558	75	35,843

[1] Original amount of approved loans. Subsequent adjustments of project costs increased the total approvals to $1,565.1 million for colleges and $37.2 million for hospitals.

[2] Withdrawals primarily because of financing from non-Government loans and a consolidation of 2 applications after approval.

Facilities Provided Under the Program

Prior to 1955, the program made loans only for faculty and student housing and for dining and cafeteria facilities needed to accommodate the students housed with the aid of college housing loans.

The Housing Amendments of 1955 made possible loans to provide dining facilities, college unions, and infirmaries for the general student body, as well as for students living in housing facilities financed under the College Housing Program.

The provision of loans to hospitals for housing for student nurses, interns, and resident physicians was added to the program in 1957. This part of the program has not been as widely used as the provision for colleges and universities.

The legislation has never made any reference to theological schools and seminaries. An unsuccessful effort was made to include theological seminaries under the coverage of the law, and hence there is legislative history of the intent of Congress to exclude them.

Faculty housing is confined, by administrative decision, to provision of facilities comparable to housing for married students. It is intended for new faculty members during their first years of residence.

A significant development in the program was the decision by Community Facilities Administration in 1961 to make a loan for the housing and dining sections of the new continuing education center of the

(*Continued on p. 17*)

Opening College Enrollment, Fall 1962

By EDITH M. HUDDLESTON*

AN 8-percent increase in number of degree-credit students since the fall of 1961 is shown in the total of 4.2 million reported by the Nation's colleges and universities in the 1962 opening (fall) enrollment survey, conducted by the Office of Education. Of the total, 24.7 percent are new students who enrolled for the first time in the fall of 1962 (table 1). Detailed data on numbers enrolled in publicly controlled and in privately controlled institutions, by level (4-year institutions vs. junior colleges) and by sex of students, are presented in table 2.

Table 1.—Total and first-time opening enrollment of degree-credit students in all institutions: Fall 1962 and fall 1961

[Aggregate United States]

Number of institutions and enrollment	Fall 1962	Fall 1961	Percent change
Number of institutions	2,043	1,985	+2.9
Total enrollment	4,206,672	3,891,230	+8.1
First-time students	1,038,620	1,026,087	+1.2
Continuing students	3,168,052	2,865,143	+10.6
Percent of total enrollment:			
First-time students	24.7	26.4	.....
Continuing students	75.3	73.6	.....

In relation to population

Since a majority of students enrolled for degree-credit work are between the ages of 18 and 21, that age group is used here as a basis for comparing enrollment with population. For the 48 contiguous States and the District of Columbia, it is estimated that as of the fall of 1962 there were 38.9 degree-credit students for every 100 persons in the population aged 18 to 21. This is 5 more per hundred than in the fall of 1957, when the ratio was 34.0. Last year, in 1961, the ratio was 37.6.

The small relative increase in first-time students, only 1.2 percent since 1961, is seen as a substantial gain in the light of the fact that the estimated number of 18-year-olds declined by about 5½ percent during the same period. A further slight decrease in the number of 18-year-olds will take place in 1963, but the number will rise sharply in 1965.

Table 2.—Total and first-time opening enrollment of degree-credit students, by institutional control, level of offering, and sex: Fall 1962

[Aggregate United States]

Level of offering and sex	Type of institutional control	
	Public	Private
Total enrollment		
All institutions	2,596,904	1,609,768
Men	1,587,403	1,015,669
Women	1,009,501	594,099
4-year institutions	2,075,917	1,538,427
Men	1,256,261	979,675
Women	819,656	558,752
Junior colleges	520,987	71,341
Men	331,142	35,994
Women	189,845	35,347
First-time enrollment		
All institutions	674,261	364,359
Men	394,211	207,782
Women	280,050	156,577
4-year institutions	448,954	327,898
Men	254,738	190,304
Women	194,216	137,594
Junior colleges	225,307	36,461
Men	139,473	17,478
Women	85,834	18,983

By type of institution

Junior colleges enrolled 14.1 percent of the total number of degree-credit students in 1962 as compared with 13.4 percent in 1961 (table 4). Since 1961 enrollment in junior colleges has increased by 13.7 percent as compared with 7.2 percent for the 4-year institutions (table 3). All of the increase in number of first-time students was in the junior colleges—an increase of 6.6 percent in these institutions

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as compared with a small decline in 4-year institutions (table 3).

Teachers colleges and technological schools showed above-average increases in both total and first-time enrollment between 1961 and 1962 (table 3).

In publicly and privately controlled institutions

Enrollment in publicly controlled institutions increased by 10.4 percent between 1961 and 1962, and that in privately controlled institutions increased by 4.6 percent.

Since 1954 the public-private ratio has been roughly 6:4, but the proportion of degree-credit students in privately controlled institutions has shown a steady annual decline, from 44.4 percent in 1954 to 38.3 in 1962 (see data for selected years, table 6).

Of men and women

The proportion of women students continues to increase, reaching 38.1 percent of the total enrollment in 1962 (table 5). For the sixth consecutive year women's enrollments show a greater percentage

Table 3.—Total and first-time opening enrollment of degree-credit students, by type of institution and by sex: Fall 1962 and fall 1961

[Aggregate United States]

Type of institution	Number of institutions, 1962	Total enrollment			Number of institutions with first-time students, 1962	First-time enrollment		
		1962	1961	Percent change		1962	1961	Percent change
1	2	2	3	4	6	7	8	9
All institutions	2,043	4,206,672	3,891,230	+8.1	1,913	1,038,620	1,026,087	+1.2
Men	.....	2,603,072	2,423,987	+7.4	.....	601,993	595,794	+1.0
Women	.....	1,603,600	1,467,243	+9.3	.....	436,627	430,293	+1.5
4-year institutions	1,479	3,614,344	3,370,227	+7.2	1,351	776,852	780,510	−0.5
Men	.....	2,235,936	2,102,219	+6.4	.....	445,042	449,161	−0.9
Women	.....	1,378,408	1,268,008	+8.7	.....	331,810	331,349	+0.1
Junior colleges	564	592,328	521,003	+13.7	562	261,768	245,577	+6.6
Men	.....	367,136	321,768	+14.1	.....	156,951	146,633	+7.0
Women	.....	225,192	199,235	+13.0	.....	104,817	98,944	+5.9
4-year institutions:								
Universities	142	1,724,905	1,629,675	+5.8	142	318,586	324,602	−1.9
Men	.....	1,166,702	1,114,479	+4.7	.....	197,816	205,214	−3.6
Women	.....	558,203	515,196	+8.3	.....	120,770	119,388	+1.2
Liberal arts colleges	778	1,190,975	1,108,453	+7.4	769	293,247	294,430	−0.4
Men	.....	644,409	602,988	+6.9	.....	153,597	153,757	−0.1
Women	.....	546,566	505,465	+8.1	.....	139,650	140,673	−0.7
Independently organized professional schools:								
Teachers colleges	198	445,308	401,642	+10.9	193	113,614	111,023	+2.3
Men	.....	214,905	192,719	+11.5	.....	54,348	52,589	+3.3
Women	.....	230,403	208,923	+10.3	.....	59,266	58,434	+1.4
Technological schools	56	125,398	112,004	+12.0	52	27,364	25,319	+8.1
Men	.....	114,466	103,390	+10.7	.....	24,155	22,645	+6.7
Women	.....	10,932	8,614	+26.9	.....	3,209	2,674	+20.0
Theological, religious	186	44,713	42,940	+4.1	114	7,573	8,257	−8.3
Men	.....	34,804	33,575	+3.7	.....	4,556	4,562	−0.1
Women	.....	9,909	9,365	+5.8	.....	3,017	3,695	−18.4
Schools of art	46	18,159	17,610	+3.1	45	4,067	4,497	−9.6
Men	.....	8,724	8,605	+1.4	.....	1,516	1,869	−18.9
Women	.....	9,435	9,005	+4.8	.....	2,551	2,628	−2.9
Other professional	73	64,886	57,903	+12.1	36	12,401	12,382	+0.2
Men	.....	51,926	46,463	+11.8	.....	9,054	8,525	+6.2
Women	.....	12,960	11,440	+13.3	.....	3,347	3,857	−13.2

Table 4.—Percentage analysis of total and of first-time enrollment of degree-credit students: Fall 1962 and fall 1961

[Aggregate United States]

Type of institution	Percent of total enrollment [1]		Percent of first-time enrollment [1]	
	1962	1961	1962	1961
All institutions	100.0	100.0	100.0	100.0
4-year institutions	85.9	86.6	74.8	76.1
Junior colleges	14.1	13.4	25.2	23.9
4-year institutions:				
Universities	41.0	41.9	30.7	31.6
Liberal arts colleges	28.3	28.5	28.2	28.7
Independently organized professional schools:				
Teachers colleges	10.6	10.3	10.9	10.8
Technological schools	3.0	2.9	2.6	2.5
Theological, religious	1.1	1.1	.7	.8
Schools of art	.4	.5	.4	.4
Other professional	1.5	1.5	1.2	1.2

[1] Percentages do not necessarily add to totals because of rounding.

Table 5.—Total opening enrollment of degree-credit students by sex: Fall 1939 and 1946–62

[Aggregate United States]

Fall	Total	Men	Women	Women as percent of total
1939 [1]	1,364,815	815,886	548,929	40.2
1946 [1]	2,078,095	1,417,595	660,500	31.8
1947 [1]	2,338,226	1,659,249	678,977	29.0
1948	2,408,249	1,712,283	695,966	28.9
1949	2,456,841	1,728,672	728,169	29.6
1950	2,296,592	1,569,322	727,270	31.7
1951	2,116,440	1,398,735	717,705	33.9
1952	2,148,284	1,387,094	761,190	35.4
1953	2,250,701	1,432,474	818,227	36.4
1954 [2]	2,468,596	1,575,227	893,369	36.2
1955 [2]	2,678,623	1,747,429	931,194	34.8
1956	2,946,985	1,927,863	1,019,122	34.6
1957	3,068,417	2,003,424	1,064,993	34.7
1958	3,258,556	2,110,426	1,148,130	35.2
1959	3,402,297	2,173,797	1,228,500	36.1
1960	3,610,007	2,270,640	1,339,367	37.1
1961	3,891,230	2,423,987	1,467,243	37.7
1962	4,206,672	2,603,072	1,603,600	38.1

[1] Enrollments for 1939, 1946, and 1947 are for continental United States (contiguous States); all other enrollments are for aggregate United States. Data for 1939 and 1946 are estimates.

[2] Classification of institutions by type adjusted o agree with classification in 1956.

increase than do men's—an increase of 9.3 percent in 1962 as compared with 7.4 percent for men. Larger percentage increases for men than women, however, are shown in junior colleges and in teachers colleges. The greatest relative increases for women in 1962 took place in technological schools, in both total and first-time enrollment (table 3).

Table 6.—Total opening enrollment of degree-credit students by institutional control and level of offering: Fall 1939, 1949, and 1957–62

[Aggregate United States]

Fall	Total	Public	Private	Private as percent of total
	ALL INSTITUTIONS			
1939 [1]	1,364,815	726,565	638,250	46.8
1949	2,456,841	1,218,580	1,238,261	50.4
1957	3,068,417	1,780,280	1,288,137	42.0
1958	3,258,556	1,912,232	1,346,324	41.3
1959	3,402,297	2,002,868	1,399,429	41.1
1960	3,610,007	2,135,690	1,474,317	40.8
1961	3,891,230	2,351,719	1,539,511	39.6
1962	4,206,672	2,596,904	1,609,768	38.3
	4-YEAR INSTITUTIONS			
1939 [1]	1,215,461	618,814	596,647	49.1
1949	2,227,630	1,047,681	1,179,949	53.0
1957	2,698,454	1,463,489	1,234,965	45.8
1958	2,872,045	1,580,561	1,291,484	45.0
1959	2,990,802	1,645,946	1,344,856	45.0
1960	3,156,390	1,742,137	1,414,253	44.8
1961	3,370,227	1,893,423	1,476,804	43.8
1962	3,614,344	2,075,917	1,538,427	42.6
	JUNIOR COLLEGES			
1939 [1]	149,354	107,751	41,603	27.9
1949	229,211	170,899	58,312	25.4
1957	369,963	316,791	53,172	14.4
1958	386,511	331,671	54,840	14.2
1959	411,495	356,922	54,573	13.3
1960	453,617	393,553	60,064	13.2
1961	521,003	458,296	62,707	12.0
1962	592,328	520,987	71,341	12.0

[1] Continental United States (contiguous States); estimated.

Description of the survey

The survey covers the aggregate United States: the 50 States, the District of Columbia, and the outlying parts. All data in this article, unless

otherwise noted, are for the aggregate United States.

The basic source of the institutional list for the survey was the *Education Directory 1961–62: Part 3, Higher Education.* An attempt was made, however, to take into account changes which would be made in the next edition of the directory (1962–63). Excluded from the survey were those technical institutes and semiprofessional schools whose programs are designed to prepare students for immediate employment in an occupation or cluster of occupations rather than for further study leading to a degree at the bachelor's level.

The term "degree-credit students" designates students whose current programs consist "wholly or principally of work which is normally creditable toward a bachelor's or higher degree"—either in the institution in which the students are presently enrolled, or by transfer (as from junior colleges to 4-year institutions).

The 1962 survey includes undergraduate, graduate, special, and unclassified degree-credit students, both in residence and at extension centers, full time and part time, day and evening. Excluded are auditors; students enrolled for "short courses" or individual lessons; students taking courses at home by mail, radio, or TV; and nondegree-credit students enrolled in adult-education courses or terminal-occupational programs.

Institutional data

Total and first-time enrollments in the fall of 1962, by sex of students and by full- and part-time attendance status, for individual institutions have been published in Circular No. 697 (OE–54003–62), *Opening (Fall) Enrollment in Higher Education, 1962: Institutional Data.* The circular also includes a national summary of enrollment by type of institution, control of institution, and sex and summary data by State. Copies may be obtained from the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C., for 30 cents each.

Editor's note.—The January issue of *School Life* carries a report on the fall 1962 survey of enrollment in public elementary and secondary day schools. A press release (HEW–W18) on the survey is available from the Educational Statistics Branch, Office of Education, Washington 25, D.C.

OFFICE OF EDUCATION *Studies* AND *Surveys*

Engineering degrees decrease at bachelor's level, increase at graduate levels

AT THE UNDERGRADUATE level, engineering continues to decline. The number of bachelor's degrees awarded last year was approximately 34,600, which represents a decline of about 3.5 percent from the number in the preceding year. Total enrollment at the undergraduate level has probably declined by less than 1 percent to approximately 230,000. The total enrollment has dropped less than the number of degrees awarded because freshman enrollment in engineering has been declining less rapidly during the past 2 years than it had for several preceding years.

Enrollment in engineering at the freshman level is lower this fall than last year. The exact amount of the decline is difficult to estimate as yet, but it will probably be comparable to the 2 to 3 percent decline already estimated by the Engineering Manpower Commission. In interpreting these reported declines, the reader should note that reports on engineering freshmen are received only from institutions which award engineering degrees. An increasing number of persons who eventually graduate in engineering begin their studies at junior or community colleges and are therefore never recorded as engineering freshmen.

Engineering degrees at the graduate levels continue to increase at rates far surpassing that of most other fields of higher education. During the past 7 years, the rate of increase in the number of doctorates in engineering has been 3 times greater than the rates of increase for all other fields combined. At the master's level, the rate of growth has been about twice that of all other fields combined.

The number of Ph. D.'s awarded in engineering during the calendar year ending June 30, 1962, was approximately 1,200—an increase of nearly 28 percent over the preceding year. Enrollments for the doctorate for the fall of 1962 are approximately 9,750—an increase of nearly 24 percent over last

year and more than 3 times the enrollment 7 years earlier.

The number of master's degrees awarded in engineering during the past year was approximately 8,900—an increase of nearly 9 percent over the preceding year. Enrollment for the master's degrees in engineering increased by approximately the same percent, to roughly 35,800, nearly double that of 7 years ago.

These findings are indicated by partial returns on the annual survey of engineering enrollments and degrees conducted jointly by the U.S. Office of Education and the American Society for Engineering Education.

Support Patterns in 2-Year Colleges

State Formulas for the Support of Public 2-Year Colleges, a report by D. G. Morrison and S. V. Martorana of the Division of Higher Education in the Office of Education, examines the various formulas and patterns of support for 2-year colleges and the proportion of this support which is received from the State, from the district, and from student sources. The study reviews practices followed in each State for supporting 2-year colleges. It also analyzes the laws and regulations of each State to discover any specific statements dealing with sources and amounts of support for these institutions. It gives State exhibits showing the laws, regulations, and practices followed in the support of each type of publicly supported 2-year college.

This study should be helpful to those States and districts which are considering the establishment of 2-year colleges and to those planning a reexamination of the support pattern for existing institutions.

The report is available by number (OE–57004) from the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C. The price is 30 cents.

Notice to Our Readers

Correspondence to *Higher Education* should be addressed as follows:

Chairman, Editorial Committee
Higher Education
Office of Education
400 Maryland Avenue, SW.
Washington 25, D.C.

International Education

Peace Corps Record

AFTER 16 months of operations overseas, only 77 Peace Corps Volunteers have been returned to the United States before the termination of their assignments. This represents about 2 percent of the total 3,642 Volunteers on duty abroad since the beginning of the program.

A statistical study shows that, of the 77 Volunteers who have been returned, 4, all male, have died (3 from accidents, 1 from natural causes); 7 have been brought back for compassionate reasons—usually family hardships; 19 have been brought back for medical reasons; 14 have resigned; and 33 have been relieved from duty because of failures to adjust, either to their work or to living conditions.

Excluding the 4 Volunteers who died, 45 of the Volunteers who were returned were men and 28 were women

At the first of the year, an additional 862 Volunteers were in training, and were scheduled to leave in January and February for service in 41 countries; 38 of these countries now have Volunteers; 3 are just coming into the program.

Alliance for Progress

• A MASSIVE 3-year education program for the northeast Brazilian State of Rio Grande do Norte will be conducted under an Alliance for Progress agreement which went into effect recently. The agreement joins the efforts of four institutions: Brazil's Ministry of Education, the Brazilian agency for the development of the northeast region (SUDENE), the State government of Rio Grande do Norte, and the United States Agency for International Development (A.I.D.).

The program will cover basic education for all children in the State between the ages of 7 and 14, as well as instruction in reading and writing for an estimated 100,000 adults. This will provide for the training of 3,000 teachers and emergency training for 650 lay teachers; the construction of 1,000 class-

rooms, 8 normal schools, 10 vocational schools, and 4 teacher training centers; and the organization of an institute of education in the State capital, Natal. In addition, the program will provide 400,000 pieces of educational materials, construct and equip an audio-visual center, organize a State educational statistical service, and provide dental and school-lunch services for students.

The total cost of the program, under the agreement, is estimated at approximately $4,130,000. The Brazilian Ministry of Education and A.I.D. together will provide $3,322,000, the state government, $608,000, and SUDENE, $200,000.

The program is the second major effort in education in northeast Brazil with A.I.D. participation. An agreement in the State of Pernambuco was reached earlier in 1962.

• Iowa State University will help the South American Republic of Uruguay modernize its agriculture under the Alliance for Progress.

Under the terms of the 3-year contract, which commits $1,055,000 from A.I.D. now and foresees an additional $924,000 in U.S. financing, the Iowa University will provide a wide range of services in Uruguay, in cooperation with Uruguay's National University and Uruguay's Vocational University (Universidad de Trabajo). The two Uruguayan institutions will provide staff, equipment and services costing $528,000.

Iowa State will develop 2-year vocational training courses in farm machinery operation and maintenance and in the production and processing of livestock, poultry, and vegetables. It also will provide necessary equipment for the training courses and will help Uruguayan farmers in the production, processing and marketing of their livestock and commodities through extension services.

The university will provide 7 regular staff members and about 11 specialists for short terms to carry out the program in Uruguay. It will also provide for the training of selected Uruguayans in the United States to acquaint them with the philosophy and practices of United States land grant colleges and to improve their capabilities as teachers and researchers in various fields of farming and rural development.

Uruguay's schools and farm administration offices will be advised by Iowa State on such subjects as curriculum structure, soil studies, and other basic research.

OE program notes

National Defense Education Act

Language institutes

EIGHTY-THREE language institutes have been arranged to provide training for 4,520 elementary and secondary school teachers of modern foreign languages during the summer of 1963 and the 1963–64 academic year.

The institutes, to be conducted by colleges and universities throughout the United States, are designed to improve the qualifications of the Nation's language teachers in elementary and secondary schools by offering them advanced training in the languages they teach, instruction in the culture of the countries in which those languages are spoken, and experience in new methods of language instruction, including the use of such teaching aids as recordings, educational television, and teaching machines in the classroom and language laboratory.

In the summer of 1963, 79 colleges and universities will conduct short-term institutes for 4,423 language teachers. This includes 12 institutes to be conducted abroad, which have already been announced. During academic year 1963–64, 4 colleges and universities will conduct regular session institutes enrolling 97 teachers.

Special features of the summer program in the United States include a second-level Chinese institute, combined with a second-level Russian institute at San Francisco State College. This will be the first second-level Chinese institute, requiring, as do all such second-level operations, prior participation in an NDEA summer institute.

The University of Kansas will repeat its second-level institute for elementary school teachers of Spanish. This year the institute will be combined with a third-level institute for elementary school teachers of Spanish—one of the first two third-level institutes to be supported by NDEA funds. The other, an institute for secondary school teachers of German, to be held at Bad Boll, Germany, is 1 of the 12 previously announced institutes being conducted abroad this summer. The Kansas third-level institute, like the one at Bad Boll, will be highly selec-

tive in its choice of participants, and is designed for the future supervisor of foreign language teaching, in this case in the elementary schools.

The University of West Virginia will conduct a specialized institute for secondary school teachers of French and Spanish who have already attended an institute in another language. This will be the first time that teachers who have studied one language in an institute will be given the opportunity to attend a second institute in another language. It has been planned in recognition of the fact that high school language teachers are often called upon to teach two languages, and that qualified teachers could benefit from additional training at an institute in their second language.

Hebrew is to be included in the program after a lapse of a year. The previous institute in modern Hebrew was held in the summer of 1961.

Enrollment of secondary school teachers at the 79 summer institutes will be as follows: French, 1,493; Spanish, 1,340; German, 425; Russian, 188; modern Hebrew, 40; and Chinese, 35. Enrollment of elementary school teachers at summer institutes will be: French, 275; Spanish, 562; German, 60; and Chinese, 5.

The 4 regular session institutes to be conducted during the 1963–64 academic year will enroll 15 German, 37 Spanish, and 25 Russian secondary school teachers, and 5 German, 10 Spanish, and 5 Russian elementary school teachers.

Total cost of these institutes is $7,175,704, of which $6,558,251 is for the 79 summer institutes and $617,453 is for the 4 regular session institutes.

This is the fifth year of operation for the language institutes program, authorized under Title VI (language development) of the National Defense Education Act. Thus far, over 10,000 teachers have received training under the program.

Student loan program

AN ADDITIONAL 17 colleges and universities are participating in the National Defense Student Loan Program during the current academic year as a result of congressional repeal of the controversial disclaimer affidavit requirement for student borrowers. The entrance of these colleges and universities into the program brings the total number of institutions participating during 1962–63 to 1,520.

The repeal, authorized as an amendment to the National Defense Education Act, went into effect last fall (see *Higher Education*, December 1962, page 12 and pages 14 to 15).

Earlier 32 of the Nation's colleges and universities had notified the Office of Education that they had withdrawn from or declined to participate in the program because of the disclaimer affidavit.

When repeal seemed a possibility last year, 21 institutions made provisional application for fiscal year 1963 funds contingent upon repeal of the requirement. Of these 21, the following 17 institutions have informed the Office that they will be participating in the loan program this year:

Amherst College, Massachusetts
Antioch College, Ohio
Brandeis University, Massachusetts
Brown University, Rhode Island
Colby College, Maine
Harvard University, Massachusetts
Mills College, California
Mt. Holyoke College, Massachusetts
Oberlin College, Ohio
Princeton University, New Jersey
Sarah Lawrence College, New York
Smith College, Massachusetts
University of Chicago, Illinois
Vassar College, New York
Wesleyan University, Connecticut
Wilmington College, Ohio
Yale University, Connecticut

Four institutions—Reed College, Oregon; Swarthmore College, Pennsylvania; Bennington College, Vermont; and Pacific Oaks College, California—also had filed provisional applications for fiscal year 1963 funds but will not be participating in the program during the current academic year. The institutions say that they hope to participate in the future.

Project English

PROJECT ENGLISH was the subject of two speeches recently given by U.S. Office of Education officials at the Modern Language Association conference which took place in Washington, D.C., December 27 to 29. Ralph C. M. Flynt, Associate Commissioner for the Bureau of Educational Research and Development, spoke on the topic, "The U.S. Office of Education Looks at Project English." J. N. Hook, Coordinator of Project English, spoke on "The First Year of Project English."

Nearly one-fourth of the Nation's department chairmen of English heard the speeches. Only 250

English chairmen in colleges and universities were expected to attend the conference, but 350 were present.

New Appointments

• PAUL K. NANCE has recently been appointed as specialist for business administration in the Division of Higher Education. In this position, Mr. Nance will be responsible for research, information, and consultant services in college and university business management.

From 1944 until he joined the Office staff, Mr. Nance served as financial vice president of Oklahoma Baptist University, Shawnee, Oklahoma. Before 1944 he was employed as an accountant and cost controls specialist by a utility company.

Mr. Nance received his bachelor's degree from Oklahoma Baptist University in 1945 and his master's degree from the University of Oklahoma in 1956. He has also studied at Columbia University and the University of Omaha. He has published articles on the topics of unit costs, administration, business management practices, and student employment.

Mr. Nance fills a vacancy created when John B. Rork accepted an AID position as adviser on campus development, University of the Philippines.

• PHILIP A. TRIPP has recently been appointed as specialist for student services in the Division of Higher Education. He succeeds Donald W. Robinson, who is now a grants associate in the Division of Research Grants, National Institutes of Health.

A native of Cleveland, Ohio, Dr. Tripp comes to the Office from Washburn University, where he has been dean of students since 1956. Earlier he had been a counselor in Chicago Teachers College, an instructor at Shimer College, Mount Carroll, Illinois, and had served in the U.S. Navy.

Dr. Tripp has had undergraduate work at Ohio University and graduate work at the University of Chicago. At the University of Chicago, where he received his doctorate in 1955, he held a research assistantship with the Midwest Administration Center.

• JOHN L. CHASE has been appointed chief of the Arts and Sciences Section in the Division of Higher Education. Dr. Chase had previously served as specialist for fellowships (Title IV, NDEA), and specialist for social sciences, and will continue to serve as specialist for graduate education.

Before joining the Office in 1958, Dr. Chase taught at Princeton, Brown, the University of North Carolina, Louisiana State University, and the University of Indiana. He received his bachelor's and master's degrees from Harvard in 1939 and 1940 and his doctorate from Princeton in 1952.

Other Program Notes

Atomic Energy Commission

• THE ATOMIC ENERGY COMMISSION is broadening its 1963–64 internship program for obtaining young college graduates with high executive potential. The Commission has added two new categories for the recruitment of candidates to serve in its administrative, operational, and regulatory fields. The deadline for applications is March 11, 1963, and successful candidates will report for work on Monday, July 1.

Training programs have been added for graduate engineers interested in a career in the Commission's construction and related engineering activities and for possible assignment to the AEC's reactor, physical research, biology and medicine, isotope, or regulatory fields. With these additions internships are now available in eight programs: Nuclear engineering training program; construction engineering training program; technical internship program; Ph. D. graduate program; health physics program; attorney training program; patent-attorney training program; and management internship program.

Of the 247 young men and women who have been granted internships by the Commission since the program began in 1954, a total of 190 (nearly 77 percent) still are AEC staff members or are in training. The remaining 57 have taken positions in other U.S. Government agencies, private industry, and professional and educational institutions.

All candidates for the attorney and the patent-attorney trainee programs and also all candidates living in the Washington metropolitan area, including northern Virginia, and Baltimore, Maryland, should send their applications to the Director of Personnel, Atomic Energy Commission, Washington 25, D.C. All other candidates should direct their applications

or inquiries to the Director, Organization and Personnel Division, U.S. Atomic Energy Commission, at the nearest AEC field office. Addresses of the 11 field offices participating in the program are:

Albuquerque Operations Office
Post Office Box 5400
Albuquerque, N. Mex.

Brookhaven Office
Upton, N.Y.

Chicago Operations Office
9800 South Cass Avenue
Argonne, Ill.

Grand Junction Office
Grand Junction, Colo.

Hanford Operations Office
Post Office Box 550
Richland, Wash.

Idaho Operations Office
Post Office Box 2108
Idaho Falls, Idaho

Nevada Operations Office
Post Office Box 1676
Las Vegas, Nev.

New York Operations Office
376 Hudson Street
New York 14, N.Y.

Oak Ridge Operations Office
Post Office Box E
Oak Ridge, Tenn.

San Francisco Operations Office
2111 Bancroft Way
Berkeley 4, Calif.

Savannah River Operations Office
Post Office Box A
Aiken, S.C.

• THE ATOMIC ENERGY Commission has completed negotiations for 2 new contracts for unclassified physical research and renewed 31 previously existing contracts. Of the $1,382,176 total value of the 33 contracts, $64,231 is represented by new contracts and $1,317,945 by renewed contracts.

The contracts, generally made for 1 year, are awarded as part of the Commission's policy of assisting and accelerating research related to atomic energy in educational institutions and private research laboratories.

National Aeronautics and Space Administration

• EIGHTY-EIGHT colleges and universities have been selected by the National Aeronautics and Space Administration to receive graduate training grants for the academic year 1963–64.

The grants will go to predoctoral trainees who have chosen a graduate research program that is related to space. It is estimated that approximately 800 graduate students will participate in the program.

Candidates for graduate degrees participating in the program will be selected by the universities and will enter the program in September 1963. The number at each university will range from 2 to 15, depending on the number and quality of doctoral programs available in the space-related areas, adequacy of facilities, and extend of participation in other NASA programs.

Each graduate student chosen for the training program will receive a stipend of $2,400 for 12 months of training. An additional allowance for dependents of up to $1,000 per year will be paid according to the policy of the university administering the funds. The recipient is assured 3 years of graduate study provided that he maintains a satisfactory record.

The project started in 1962 as one phase of NASA's broad program involving participation by the Nation's colleges and universities in research and development in space. Approximately 100 students are receiving graduate training under grants to 10 universities at the present.

• THE SECOND summer workshop for coordinated interchange of technical information in space sciences has been announced by Harvey J. Goett, Director of NASA's Goddard Space Flight Center, Greenbelt, Md.

The first workshop, sponsored by the Center's Test and Evaluation Division, was held in the summer of 1962 and considered highly successful. The program, under the chairmanship of Elias Klein, is directed toward the application of new knowledge to specific program problems by academic scientists and permanent NASA staff members. University faculty, representatives of Federal agencies, and graduate students work together in the effort.

Through this team effort many complex technical problems facing NASA scientists will be investigated. Consultation between Goddard's permanent staff and the summer workshop groups provides a constant interchange of ideas and information.

Topics for investigation at present include:

Solar simulation and Albedo Effect on spacecraft
Heat transfer and cryogenic pumping in vacuum technology
Radiation damage effects
Magnet simulation
Response of vehicle structure to acoustic fields
Relation of damage and reliability to environmental data.

The workshop is planned for the 12-week period beginning about June 15, 1963, and will be conducted in the new $15 million Space Environment Facility located in Greenbelt, Maryland, adjacent to Washington, D.C. Remuneration for participants is based on their experience and qualifications.

Faculty members and graduate students interested in the summer workshop program may address their applications to Dr. Elias Klein, Code 320, Goddard Space Flight Center, Greenbelt, Md., using the U.S. Government standard form 57, procurable at any U.S. post office or Government installation.

National Science Foundation

Research and development

FEDERAL FUNDS for research and development are expected to reach $14.7 billion in fiscal year 1963. This is an increase of $3.5 billion—or 31 percent—over the $11.2 billion spent during fiscal year 1962.

Of the total, an estimated $4.5 billion is for research, $8.5 billion for development, $1.6 billion for R&D plant or facilities, and $100 million for scientific and technical information.

These data were obtained as a result of the 11th annual survey conducted by the National Science Foundation in cooperation with other Federal agencies. The survey findings point to a continuous rise of the national investment in military, space, and atomic energy development programs, as well as to greater national support of programs concerned with health, welfare, and natural resources.

About 81 percent of Federal funds for research and development are for support of work outside the Government: 65 percent is expected to go to industry, 12 percent to educational institutions, and 4 percent to other nonprofit organizations, domestic and foreign organizations. About 12 percent of these Federal extramural obligations is expected to go to Federal contract research centers, administered by industry, universities, or other nonprofit organizations.

Basic research obligations are expected to increase about 32 percent, from $1.1 billion in 1962 to $1.5 billion in 1963. This increase in basic research is due in large measure to the expanding space program and the tools and equipment required for its support.

Federal funds for research and development, including facilities, in 1963 are estimated as 16 times the corresponding funds in 1948. During this 15-year period, Federal expenditures for research and development as a percentage of total Federal expenditures have increased from 2.5 percent to approximately 13 percent.

Complete results of the survey are to be published shortly in *Federal Funds for Science XI.*

Summer institutes

MORE than 2,000 college teachers of science, mathematics, and engineering will attend institutes supported by the National Science Foundation this summer. Grants totaling $2.5 million will support the 74 institutes throughout the country.

Each institute usually enrolled about 30 participants for 6 to 10 weeks. The institutes cover a wide variety of fields of study.

The teachers attending the institutes are provided with tuition, fees, stipends, allowances for travel, per diem, and allotments for dependents. Participants are chosen by the staff of the institutes, not by NSF.

Fellowships awarded

THE National Science Foundation has awarded 420 fellowships for fiscal year 1963. The fellowships, awarded in two programs, are designed to support advanced research training and to improve the teaching of science, mathematics, and engineering in colleges and universities.

Science faculty fellowships were awarded to 325 college and university science teachers, selected from a group of 983 applicants. Applications were evaluated by panels appointed by the Association of American Colleges, with selection of fellows by NSF.

Senior postdoctoral fellowships were awarded to 95 scientists, selected from a group of 298 applicants. Applications for this program were evaluated by panels of scientists appointed by the National Academy of Sciences-National Research Council, with selection of fellows by NSF.

Science faculty and senior postdoctoral fellowship programs will be reopened in May for awards to be made in December 1963.

Conferences for college teachers

APPROXIMATELY $406,000 in grants have been awarded to colleges and universities in support of 24 conferences for college teachers of science, mathematics, and engineering.

The conference program of the National Science Foundation was created in recognition of the important role of college teachers in developing scientific manpower. Conferences include study in biology, chemistry, computer science and programming, geology, mathematics, and physics.

The 24 conferences scheduled for 1963 will provide financial assistance for about 700 college teach-

ers. The Foundation grant to each institution covers a participant's travel, tuition, and fees. Participants are chosen by the conference directors, not by NSF.

Salaries for scientists

THE MEDIAN annual salary for more than 110,000 U.S. scientists was $10,000 in 1962. This is $1,000 more than the salary reported in 1960.

Data on 1962 salaries and on other characteristics of U.S. scientists are contained in a preliminary report, *Scientific Manpower Bulletin No. 19*, recently released by the National Science Foundation. The report is based on early returns received by July 1962.

Some highlights of the report included the following facts:

- Almost two-thirds of the employed scientists held advanced degrees; 38 percent held the doctoral degree.
- The youngest scientists were in mathematics and in physics (median age of 36); the oldest were in the biological sciences (median age of 41).
- Nearly half of the scientists were either employed by industry or business or were self-employed. Educational institutions employed 27 percent, and the Federal Government employed 15 percent.

National Institutes of Health

- THE PUBLIC HEALTH Service, National Institutes of Health, awarded 7,360 research grants and 2,325 fellowships, totaling $218,730,603 during the first 5 months of fiscal year 1963. The total includes new grants, fellowships, and research career awards in addition to continuations of previously approved awards.

- GRANTS amounting to $196,985 have been recently awarded to four universities and two health departments by the Public Health Service in its neurological and sensory disease service program.

The program has awarded more than $1 million in grants since its establishment in the Division of Chronic Diseases about a year ago.

Manpower Development and Training Act

MORE THAN 200 schools and colleges are conducting training programs for over 13,000 unemployed men and women, including out of school young people, under the new Manpower Development and Training Act, administered by the Department of Health, Education, and Welfare and the Department of Labor.

By December 10, the 15th week of operations under the new law, there were 361 programs in operation in 39 States and the District of Columbia. More than 100 additional training proposals from communities around the country are being reviewed by Federal and State education and labor authorities.

The training is provided by vocational schools, high schools with vocational training workshops, technical institutes, junior colleges, and municipal and State colleges offering special programs below the level of the baccalaureate and adult extension services.

It is estimated that about 50,000 people will be trained for new jobs by the middle of 1964.

College Housing

(*Continued from p. 6*)

University of Chicago. (The instructional and meeting facilities of the center are provided by a grant from the Kellogg Foundation.) By this decision, the definition of student was enlarged to include persons who come to a campus only for short, intensive courses of instruction, using the staff and other facilities of the university.

Private Financing

The aim of the legislation from the beginning has been to provide financing at low interest rates to meet a major national need. The program has always been administered so as to give private lenders (non-Government), an opportunity to make the loans if they cared to offer terms comparable to those offered by the Government.

Since the early days of the program the borrower has been required to advertise in the open market for bids on the bonds, the proceeds of which will be used to build the approved project. This requirement has resulted in the (private) sale of a fairly large proportion of the bonds whose purchase had been approved under the college housing program.

To further this opportunity for private sales, CFA has encouraged the rating of bonds of public colleges and universities by rating services. Several issues of the largest institutions have been rated, and this

has facilitated their borrowing privately on favorable terms.

One of the most useful services performed by CFA has been to encourage the development of the experience and competence necessary in preparing bond offerings which can be privately sold. The use of private financing releases Federal funds for lending to institutions that have difficulty obtaining favorable terms from private sources.

It is difficult to measure the proportion of the total current building of college community facilities financed by the college housing program, but informed observers believe that it ranges from 35 to 45 percent. The rest is financed by other means, such as private borrowing, State appropriations, endowments, and gifts.

The Single Bond and Decentralized Storage

The college housing program has had an impact, perhaps surprisingly, on the customary procedures of issuing bonds.

In 1956 and 1957 CFA staff began looking for ways of reducing time, effort, expense, and space required for storage in the handling of the college housing bonds purchased under the program. The program authorization and hence the volume of applications had been increased substantially by the Housing Amendments of 1955. The space occupied by the bonds already purchased was large, and the prospect was that the future requirements would strain all available facilities.

Observation by CFA staff of the many operations required in processing coupon bonds in thousand dollar denominations led to the proposal for a single non-negotiable bond.

Studies by CFA and by its fiscal agent revealed that great savings could be expected from the use of the single bond, wherever it was legally permissible. Among the very heavy charges that could be eliminated were those for the shipment and insurance of the coupon bonds. It was finally determined that where single bonds could not be used, bonds could be signed at the Federal Reserve Bank nearest the Regional Office handling the bond issue and stored there. Thus, the heavy shipping and insurance charges were eliminated, and savings of at least $180,000 have been made since this procedure was initiated in 1957.

Another considerable saving through the use of the single bond has been made by eliminating the repeated checks of large numbers of bonds and the clipping of coupons. These savings on handling of college housing bonds have amounted to $43,000 in initial costs and $18,000 per year in recurring costs. It is estimated that the savings on the handling of the college housing bonds will amount to an additional $100,000 in initial handling charges and $44,000 in recurring annual costs when the current authorization has been used.

These procedures have proved so workable that recently they have been made applicable to the Public Facility Loans program, another CFA program.

Interest and Terms of Loans

The low rate of interest is the Nation's way of helping students and their families bear the heavy cost of higher education. It is based on the cost of the money to the U.S. Treasury, calculated on the basis of the average cost of all the obligations of the United States, plus a cushion of one-quarter of 1 percent to cover administrative costs. At the end of fiscal year 1962 the average interest on the entire Federal debt was 3.239 percent. The college housing loan interest rate was then set at 3.5 percent for fiscal year 1963.

Prior to 1962, college housing loans were limited to 40-year terms, although the legislation set a top limit of 50 years. In March 1962, CFA determined that loans could be made for the full 50 years when this seemed desirable.

The College's Own Arrangements

The financial analysis CFA makes before approving a loan is designed to assure us that the proposed project is sound and that the loan will be repaid.

A financially acceptable proposal must be made by the applicant. This procedure may require the applicant to consolidate previous loans with a new one or pledge income from other facilities in order to finance the loan. The applicant is urged to provide some of the cost of the new construction from its own funds wherever possible.

Loans may not cover movable equipment. This must be provided by the applicant from its own funds. While this requirement has led to ingenuity

in development of built-in equipment, it has placed upon the applicant the responsibility for finding funds for this part of the cost.

The obligation to plan ahead devolves on the institutions themselves. It is hoped they will prepare master plans into which their applications for loans will fit. These plans should be based on realistic current expectations for growth of the student body, and should provide for housing and related facilities, including college unions, student centers, dining halls, cafeterias, and infirmaries, for single students, married students, and faculty members.

The Federal Government does not dictate the type of facilities to be built with its loans; it does, however, require that the financial arrangements be sound. CFA encourages colleges to design buildings suitable to their campuses and their students, to bear in mind that the cost per bed will determine the rentals that must be charged. Certainly no one can tell a college housing residence hall by its size, shape, or design. The buildings run the full gamut from the most traditional to the ultra modern. This is as it should be—diversity is a major characteristic of American higher education.

The Advisory Committee

Since 1956 the college housing program has had the assistance of an advisory committee appointed by the HHFA Administrator. The current committee, appointed by Administrator Weaver, is composed of 30 members. Membership includes heads of colleges and universities, financial, housing and college union officers; officials of organizations concerned with college community facilities, and one Government official, R. Orin Cornett, Acting Assistant Commissioner for Higher Education, representing the Office of Education of the Department of Health, Education, and Welfare.

The Office of Education reports on the eligibility of specifically designated institutions which have applied for a loan.

The Committee, as presently constituted, held its first meeting in Washington in March 1962. The meeting was also attended by Administrator Weaver and top staff of CFA. As Commissioner of CFA, the writer presided. A warm greeting was sent by President Kennedy. Discussions were held on the opportunities made possible by the 4-year authorization in the Housing Act of 1961; the problems of newly created institutions of higher learning; the current status of college unions; loan terms; International Houses; small group housing; fall-out shelters; and other related topics.

The committee agreed upon an annual February meeting.

More on p. 20——→

. . . "One million of our boys and girls now in school will drop out before graduation; others will be thrown out for one reason or another.

"About half of our public school graduates do not go to college.

"Can we afford this waste in human resources? Not in a nation committed to constant technological change, a nation becoming more and more complex in its manufacturing, commercial, and governmental operations.

"Not only does the whole country suffer when a student is deprived of an education, but the student suffers even more. Already, the day is upon us when the uneducated seek work in vain, when there are few and still dwindling jobs for the unskilled and untrained.

"Even the maintenance of our assembly lines now calls for a certain degree of skill and education not demanded in prior times. This will continue as manufacturing functions are consolidated and automated and increasing demands are made on the decreasing manpower along the assembly line.

"Thus, to improve the quality picture we must come up with ways to keep students in school longer, to move more high school graduates into further training, and more college graduates into advanced work.

"Secondly, we must improve the quality of the education we are offering students on every level. All our teachers must be competent and qualified to teach. They must have the tools with which to teach. Twentieth century living calls for 20th century textbooks, courses, emphasis, and teachers with knowledge of the 20th century, knowledge kept current as we move forward . . ."

—Wilbur J. Cohen, Assistant Secretary for Legislation, Department of Health, Education, and Welfare.

From a speech entitled "Important Changes and Trends on the National Scene" given before the Annual Meeting of the Texas Social Welfare Association, Dallas, Texas, Nov. 11, 1962.

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What of the Future?

It is a fair assumption that the needs for college community facilities will continue to grow. The 4-year program provided by the Housing Act of 1961 has assured college and university administrations that they can proceed with plans for expansion, and that financing of residence and dining halls, college unions, and infirmaries will be available.

The first 10 years of the college housing program have given us a sense of the valuable contribution the Federal Government can make to higher education, without any suggestion of improper influence or pressure. These years have made it clear, too, that the investment in college community facilities is financially sound, sociologically desirable, and advantageous to the Nation's economic well-being.

If current reports and predictions of almost astronomical growth in college enrollments prove to be accurate (and there are many reasons to believe that they are), the need for this type of assistance will very likely continue. The contribution of the Federal Government through the College Housing Program will be a most potent factor in broadening the opportunities of the growing number of young people seeking higher education.

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From the Office of Education

Opening (Fall) Enrollment in Higher Education, 1962: Institutional Data, by the Division of Educational Statistics. 1962. 35 p. 30 cents. (OE–54003–62)

Selected References on Specialized Facilities and Equipment for Secondary Schools, by W. Edgar Martin. (School Facilities Services). November 1962. 11 p. Free. (OE–21010)

State Formulas for the Support of Public 2-Year Colleges, by D. G. Morrison and S. V. Martorana. 1962. 70 p. 30 cents. (OE–57004)

From Other Government Agencies

Fifteen Years After College: A Study of Alumnae of the Class of 1945. U.S. Department of Labor. 1962. 26 p. 15 cents. (Women's Bureau Bulletin 283)

Meeting Manpower Needs in Science and Technology. Report Number One: Graduate Training in Engineering, Mathematics, and Physical Sciences. A Report of the President's Science Advisory Committee. December 12, 1962. 45 p. 20 cents. (669661–62–1)

Public Health Service Grants and Awards, Fiscal Year 1962 Funds. Part IV: Health Services Formula and Project Grants. 1962. 53 p. 25 cents. (PHS Publication No. 964, Part IV)

Scientific and Technical Personnel in the Federal Government 1959 and 1960. 1962. 79 p. 55 cents. (National Science Foundation. NSF 62–26)

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